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ABSTRACT

An innovative approach to teaching undergraduate psychology in a self-directed group discussion format was implemented at Raymond Walters College, in Ohio, based on premises from the active learning and employee involvement movements holding that adults achieve more when they are actively involved in their own learning and that students are capable of taking responsibility for their own learning. In the course, class meetings consist of group discussions and activities, with students required to participate in the discussions and activities, write chapter discussion worksheets for each chapter of text covered in the course, lead one group discussion and one experiential activity per term, and participate in a final group discussion exam. Based on 2 years worth of oral and written comments, learners have consistently described the course as excellent and reported high achievement in communication skills and self-confidence. Faculty comments have pointed to the strong level of participation and enthusiasm among students. Limitations of the format include initial attrition due to introverted or passive students, the need for small classes with longer meeting times, the tendency for grades to be inflated, and discomfort over the "non-teaching" role of faculty. Appendixes provide the course syllabus, a guide to group discussion, sample discussion worksheets, and a sample evaluation form. (BCY)

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ED 389 372

REVEALING THEIR RICHES

A paper presented to
the 9th Annual Conference on Undergraduate
Teaching of Psychology:
Ideas and Innovations
Ellenville, New York

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REVEALING THEIR RICHES

The purpose of this paper is to share an innovative approach to teaching undergraduate psychology in a self-directed group discussion format which gets learners actively involved in their own education. The approach enhances the learner's critical thinking skills and communication skills while exploring the fundamental aspects of psychology. Both learners and faculty become challenged to take on unique roles.

"People are more like plants to be nurtured
rather than empty vessels to be filled
with (someone else's) surplus wisdom".

- Harold Kushner
"When All You Ever Wanted
Isn't Enough"

"Current education suppresses self-esteem
by treating students as if they were empty vessels...."

- Gloria Steinem
"Revolution From Within"

BACKGROUND

Philosophical underpinnings from which this approach was developed are three-fold. First, the literature on adult learning theory reveals that adults learn best when actively involved in their own learning. Second, Carl Rogers' client-centered therapy holds that individuals have within themselves the capacity to assume responsibility for their behavior and mental health when provided with a supportive, caring social climate. In the classroom this climate is called an "active learning environment". Third, the movement in organizations toward employee involvement holds that employees must actively participate in their own jobs to achieve satisfaction, high performance and a level of commitment.

"Learning Theory"

Learning theory has long ago told us that students learn best when they are actively involved in their own learning. Based on his own and others' research Astin (1985) proposes the "theory of student involvement" stating involvement is the key to learning. Here, student involvement "refers to the amount of physical and psychological energy that the student devotes to the academic experience" (pp.151). Pascarella & Terenzini (1991) conducted an extensive literature review on the subject and concluded "the greater the student's involvement or engagement in academic work ...the greater his or her level of knowledge acquisition and general cognitive development" (pp.616). A recent report from the Harvard school of education (Light, 1992) studying data from 25 institutions found involvement is the key to effective education.

"Active learning environment"

Assume for a moment most individuals drive toward personal growth and development if provided an environment that is both supportive and challenging. Assume also that most people are capable of making a greater contribution in class than they do now. Believing these two assumptions how would a class be structured? The implications are straight forward. To create an active learning environment in the classroom -- ask, listen, support, challenge, encourage risk taking, permit failure, remove obstacles, give autonomy, give responsibility, set high standards and reward success. This is what creates a better learning environment.

According to Chickering and Gamson (1987) "Learning is not a spectator sport. Students .... must talk about what they are learning, write about it, relate it to past experiences, and apply it to their daily lives. They must make what they learn part of themselves."

"Employee Involvement"

All around the world we are seeing significant shifts in worldview. People are realizing they are essentially free to create their lives as they want to. This is a fundamental shift in orientation from the more traditional belief that people are powerless and helpless and therefore, must cope with the stress and demands of life. Look toward the dramatic changes sweeping Eastern Europe, the former Soviet Union, and Latin America as people are exercising their human right to participate in shaping their own future. Organizations have been mirroring this change for some time now. Authoritarian, high control structures are giving way to more participative structures which people help shape and become committed to the work they do. In organizations creating high employee commitment requires the redesigning of traditional

structures and systems as well as redefining the role and functions of leadership. The term self-directed is a term borrowed from this journey in organizations toward employee involvement. In the context of this paper it translates to a redesigned classroom structure where a learner is actively involved in shaping her own education.

Today, as the world view changes, people are beginning to realize that individually and collectively they are empowered to create and shape their own destiny in governments, in organizations and why not in colleges? Recently across college campuses there is a resurgence of emphasis on teaching. Joseph Steger, president of The University of Cincinnati now refers to UC not as "a major research university", as it has been regarded in the past, but as "a major learning and research university". We need to redesign the college classroom to focus on creating an active learning environment making the climate conducive for 'higher learning'. What this kind of environment does is enable students a greater opportunity to have high performance and a high commitment to their own learning.

Arising from this theoretical groundwork are four assumptions from which this self-directed approach was developed: (1) learners thrive within well-defined boundaries; (2) learners should be responsible for their own learning; (3) most people move toward personal growth and development if provided an environment that is both supportive and challenging; (4) people learn from each other.

FORMAT

This format demands learners are active, prepared and involved in every class session while doing 75% of the talking. In addition, a dominant course goal is to enhance their critical thinking skills and communication skills under a few very well-defined and strictly adhered to parameters. The self-directed approach empowers learners to "open-up" to reveal what they already know, how they understand the new information, and who they are. That openness makes for a more receptive learner.

The approach was designed to create well-defined parameters permitting and encouraging learners to be active, prepared and involved in each class. The method consists of four component parts, each of which is described to learners in detail on the first day of class. The approach demands and encourages learners to be active, prepared and involved in each class session by establishing four course requirements. Each learner will:

(1) participate in group discussions and activities;
(2) write chapter discussion worksheets;
(3) lead one group discussion and one experiential activity;
(4) participate in a "final" group discussion exam.

For the first component each learner is required to participate effectively in group discussions and activities at every class meeting. Clear criteria for what denotes effective participation are established upfront. Effective participation means contributing to the group's thinking with relevant and accurate responses, avoiding counterproductive actions and applying the text's theoretical framework to real life experiences (see appendix A). During the first class session basic principles for effective group discussions are reviewed (see appendix B).

Participation in group discussions is required and graded at every class session. Each learner is required to provide input to the questions asked by group leaders. At the conclusion of each session each learner receives participation points from the faculty on a 0 to 3 scale based on their ability to meet the established criteria. This feedback is given immediately in writing to each learner.

For the second component each learner is required to complete a "discussion worksheet" for every chapter covered in the course text. Discussion worksheets are written responses to a series of questions covering critical content areas of the text. Worksheet questions are given to each learner at the start of the term (see appendix C). This worksheet is the critical ingredient to prepare learners for group discussions by forcing them to study the course material. Each discussion worksheet consists of responses to anywhere from four to twelve pre-assigned questions on the reading material.

A complete discussion worksheet meets these three criteria: (1) answers all questions completely; (2) writes in complete sentences and paragraphs using correct grammar; and (3) is turned in at the completion of the discussion. Points are earned for each worksheet on a 0 to 3 scale. See appendix D for an example of a worksheet earning a three.

For the third component learners are placed in a group with two, three or four classmates who together lead the rest of the class in a group discussion for a designated class period. Effective group leading requires the learners to explore the text's major ideas in a clear and accurate way by asking thoughtful questions to seek input from others. It also requires a discussion leader to solicit examples of how these concepts apply to everyday life, and lead the group in a relevant and innovative experiential activity. Each group leader receives a letter grade based on the group's ability to meet these criteria. The grade is earned as a team to encourage the development of their ability to work collaboratively, a life skill needed when entering any organization today. According to Chickering and Gamson (1987) one of the seven principles for good practice in undergraduate education is that "good practice encourages cooperation among students". They state "learning is

enhanced when it is more like a team effort than a solo race. Good learning, like good work is collaborative and social, not competitive and isolated."

At the conclusion of each session learners complete a two-part feedback form (see appendix E). The top half of the form asks learners to evaluate the group leaders on their ability to meet the established criteria. The bottom half asks each learner to evaluate their own participation in the discussion. While each learner is filling out this form the faculty writes on the bottom half the points earned for their participation on that day, the immediate feedback is essential to improve their discussion skills. The forms are collected and cut in half so the group leaders can have the top half which provides immediate feedback on their performance. The faculty can choose to either give the group leaders a grade then or return it with comments at the next class session. Experience has shown both ways to be effective depending on faculty preference.

Part of leading the discussion requires the group leaders to take the class through a relevant and innovative experiential activity. There are many resources for these activities, experience has shown that students become very creative when left to their own devices and the temptation to suggest an activity is resisted. Although, examples of activities from previous classes mentioned during the first class meeting helps learners better understand what works. Each learner is asked to fully experience the activity by following all directions. After the experience is completed, the experience is "processed" by the group. (This author has toyed with the idea of having student's enter their experiences in a required personal journal).

A "final" group discussion occurs at the end of the term serving as the final exam. Each learner is assigned a letter grade based on their ability to contribute to the group's thinking with relevant and accurate responses, avoiding counterproductive actions and applying the theoretical framework presented. By this time they have practiced and received feedback on their ability to participate so, they should know what is expected.

"Faculty role"

Faculty and students serve in unique roles when engaging in this format. Learners are consistently active, prepared and involved. They are the ones doing most of the talking. Faculty are also active, prepared and involved, but in a different way. Faculty do not answer most of the questions during the course of the discussion. Most faculty find themselves challenged by this role because their "content" comments are kept <u>brief</u>.

The faculty's critical role is to create and maintain an "active learning environment" by managing the "process". In this self-directed teaching method that term becomes operationalized when faculty engage in these four functions: (1) explain and adhere to clearly defined boundaries (the most critical function); (2) draw out accurate information from learners by holding back, asking a focused question, listening and then adding brief comments when necessary; (3) offer explanations when the group discussion is inaccurate (4) give feedback to learners on their critical thinking and communication skills when the opportunity presents itself.

When faculty explain and adhere to clearly defined boundaries students are held accountable and this creates and keep a safe learning environment. Rapport and trust are built. Learners realize they are valued. This is what makes an "active learning environment" work.

RESULTS

Since the nature of this paper is non-empirical, any results reported here are subjected to the many pitfalls that come from making informal observations. At this time only anecdotal evidence is available to indicate what impact this approach may have. That anecdotal support comes from two years of oral and written comments from learners as well as faculty who have experienced this format during the introduction to psychology series at a community college in a large metropolitan area.

"Learners comments"

Learners were asked to compare this approach to the traditional lecture and note-taking approach. They consistently report it as being the "best ever experienced", "excellent", "enlightening", and "superior to lectures and memorizing". When asked to describe their own learning, students consistently indicate two points of interest: (1) they actually understood, not memorized, more of the text than usual; and (2) they retained more knowledge in this class than most.

When learners were asked about the skills they developed they consistently responded that their communication skills as well as their confidence level greatly improved. When asked about their ability to think critically, most stated they were unable to judge if there was any improvement.

When learners were asked how they felt about participating in this kind of class, responses consistently included "scared at first", "excited", "enjoyable", and "the class time flies". When asked for any additional comments students often indicate a great deal of satisfaction coming from the amount of interaction with other learners both in and out of class time.

It must be mentioned that obviously these comments are from students who chose not to drop out of the course thus, are a self-selected sample and biased in that way. It would be interesting to see a department with all classes operating under this format so students could not drop out of an active involvement course to sign up for a passive lecture/note-taking course.

"Faculty comments"

Some represented comments from various faculty include: "it offers a lot of advantages"; "it's an excellent format"; "it enhances students oral communication skills"; "they were actually having fun learning"; "it's hard to believe but, everybody was participating".

One striking comment from a very experience and very traditional teaching professor was, "During the last week of class, I walked out of my class of only a handful of students feeling the students were bored and anxious to leave. Then I walked into (professor's name) class and witnessed the most amazing sight. During the last week of classes there was a full class of students involved and obviously excited to be in class making contributions and engaged in the process, so I stayed. After class ended they didn't want to leave. I said to myself, there's something here and I want to get it."

Certainly there is much skepticism as well. Most of this has come in the form of some very practical questions such as: "are the grades inflated?"; "can students add this class on the second week of the term?"; "teachers get paid to share their knowledge and in this format they don't appear to be doing much of anything"; "they are having fun and involved, are they really learning anything?"; "what about a student who has english as their second language, can they have the same opportunity to learn?".

DISCUSSION

The limitations of this format will be considered by looking at some practical considerations that must be taken into account before choosing this method of instruction.

(1) Attrition - Some learners will drop out after hearing the participation requirements. Two popular explanations about why this occurs are first, introverts will want to leave this uncomfortable situation because they are required to participate, second, it requires learners take an "active" role and many students are very used to being passive in the classroom. Regardless attrition is a reality unless all classes are taught with an "active learning" format.

(2) Class size - A small class size is ideal to achieve full benefits. Classes of 6-12 become a breeding ground for in-depth discussions. A class size of 13-25 is very manageable. This format has been worked with up to about 40 but, many of the participation benefits are lost. Obviously, this format will not work with large class sizes.

(3) Class length - This approach has been successful with class meetings of 50 minutes, and is ideal with longer class sessions such as 90 to 120 minutes. Even with longer class times students have often commented they would like more time to pursue content issues.

(4) Preparation - Much faculty preparation is required prior to the first term. Setting clear boundaries and paving the path that is suitable to one's particular needs is time consuming. Faculty knowledge and experience with group dynamics is extremely helpful.

(5) Inflated grades - Because learners are more involved, more committed, & interact more with faculty, grades are higher. This author attributes a significant amount of that to one unique characteristic of this method - learners are given an extraordinary amount of timely feedback about their performance by peers as well as faculty around several very clearly stated criteria.

(6) Does 'learning' occur? - If these students were all to take a multiple choice exam this author guesses they would probably score lower than someone in a traditional class. Why? Simple they did not study to take an exam. Students responding to the question "how would you preform on a traditional multiple choice exam" stated they would not perform well on dates, and names but, firmly believe they have 'learned' more material that they will retain for a longer period of time. As one student put it, "I cram for the exam, score well, then forget most everything. In this class, I really understand much of the theory because I have either participated in a related experiential activity or related it to a real life experience or explored it with others through an in-depth discussion."

(7) The Faculty member doesn't appear to be 'teaching - The teacher looks passive but is very active in the creation and perpetuation of the active learning environment. Who is teaching? The students or the faculty member? It looks like the learners are teaching each other because they are within specific parameters. What occurs in this social climate is that peer pressure kicks in to work for the faculty in a positive way. The amount of effort everyone puts in is highly visible and if someone fails to work hard it negatively effects everyone else so, pressure subtly takes over to ultimately enhance everyone's performance and motivation.

CONCLUSION

This anecdotal support yields a number of optimistic predictions. For example, a self-directed discussion format should be more able than a traditional approach to produce students with better communication skills. Furthermore, they should be better able to think critically, and should retain more of the fundamental theories of psychology. In addition, this approach should teach them the "life skill" of working collaboratively in a group. Of course, even if these predictions are upheld the format is only appropriate for those environments willing to work within the limitations discussed.

At this time support for this method needs to be tested empirically. A version of this format will be studied beginning the fall of this year by the author and colleagues at this same community college where this method was piloted.

Learners need to become skilled in how to think, make judgments, analyze and communicate, not regurgitate or please. The author encourages discussion, refinement and study of this method. The development of more ways to reveal the many riches learners bring to our classrooms is an investment well worth the effort.

"The greatest good we can do for others
is not to share our riches,
but to reveal theirs"
-author unknown.

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A P P E N D I X A

Syllabus

Raymond Walters College
Introduction to Psychology 102
3 credit hours
prerequisite: Intro to Psych 101

Instructor: Mary Ann Lohmueller
Office: Room 320
Phone: 745-5655/745-8312
Office Hours: After class & by appointment

Course Description:

This is the second of a three quarter course covering fundamental aspects of psychology as applied to everyday life. We will cover chapters through of our required text. This is an introduction to the study of human behavior. Topics include the history and methodology of psychology, human growth and development, and principles of learning.

Text Coon, Dennis. Introduction to Psychology, Exploration and Application. West Publishing Company, Sixth Edition (Required). Study guide is optional

Class Schedule

Week	Topics	Date	Assignments:	(Due by/on date):
1	Overview	March 30		
2	Cognition & Creativity	April 6	Worksheet 10	Activity
3	Motivation	April 13	Worksheet 11	Activity
4	Emotion	April 20	Worksheet 12, Group Leaders 12,	Activity
5	Stress & Coping	April 27	Worksheet 13 " 13,	Activity
6	Child Development	May 4	Worksheet 14 " 14,	Activity
7	Life-Span	May 11	Worksheet 15 " 15,	Activity
8	Intelligence	May 18	Worksheet 18 " 18,	Activity
9	Social Psych I	May 25	Worksheet 23 " 23,	Activity
10	Social Psych II	June 1	Worksheet 24 " 24,	Activity
11	Exam	June 8		

Course Goals

By the end of the course, learners will demonstrate the ability to think critically and analytically about psychological theories. Learners will demonstrate an understanding of learning principles, history, certain aspects of human growth & development. Abilities will be demonstrated in oral and written forms. Analysis of the application of the psychological areas studied in this course will include these activities:

1. Participate effectively in group discussions:
   Contribute to the group's thinking; avoid counterproductive actions; apply the theoretical framework to real life experiences; critique & analyze theoretical frameworks presented.

2. Lead an effective group discussion on one chapter:
   Present theoretical ideas in the text in a clear way; present examples of how these concepts apply to our everyday life; ask questions to seek input from others.

3. Complete a final exam

4. Participate fully in pre/in class activities:
Follow directions, experience the activity, write an analysis.

5. Write in paragraph form a discussion worksheet for each chapter.

Course Approach:

Learners will be asked to think critically and analytically as well as express their thoughts orally & in written form.. Learners will be asked to think from a viewpoint of observing and analyzing human behavior.

In brief, this course enhances communication skills and critical thinking skills while exploring fundamental aspects of applied psychology.

Grading

Course grades are based on 5 components:

Letter Grade
Exam (25%)
Leading group discussion (25%)

Points Accumulated
Pre-class or in-class Activities (10%)
Group discussion participation (20%)
Discussion Worksheet (20%)

Specifically:

1. The exam will be assigned a letter grade between A+ and F based on its ability to answer the questions.

2. Leading group discussion will be assigned a letter grade between A+ and F based on these criteria:
   Were the text's major ideas presented in a clear and accurate way?
   Were original examples offered to support the material?
   Was there discussion about how these concepts apply to everyday life?
   Were questions asked to seek input from others?
   Did the group members work well together?

3. Learners will participate in 9 in-class or pre-class activities. Each activity will be worth a maximum 3 points. An honest, effort earns full points. An honest effort meets these criteria:
   follows all directions
   experiences the activity without diversion
   writes a brief analysis
   Points are earned throughout the quarter and grades are assigned as follows:
      24 - 27 pts. = A
      20 - 23 pts. = B
      16 - 19 pts. = C
      12 - 15 pts. = D

4. Learners will participate effectively in a large group discussion. Each discussion will be worth a maximum 3 points. Effective participation meets these criteria:
   Contributes to group's thinking
   Avoids counterproductive actions
   Applies theoretical framework to real life experiences
   Critiques and Analyzes the theoretical frameworks presented.
   Points are earned throughout the quarter and grades are assigned as cited above (see #3)

5. Learners will write a complete discussion worksheet for each chapter. Every chapter worksheet well be worth a maximum 3 points. A complete discussion worksheet meets these criteria:
   Answers all question or statements.
   Writes full details from the text.
   Writes in complete sentences
   Turns the worksheet in on time (at the completion of the discussion).
   No worksheets will be accepted after the conclusion of class.
   Points are earned throughout the quarter and grades are assigned as cited above (see #3)

POLICY STATEMENTS

ATTENDANCE:

Attendance in class is mandatory in order to successfully complete the course. Because this class only meets once a week and the nature of the assignments is interdependent, make-up work is impossible. If you miss class when you are scheduled to Group Lead you receive Ø but everyone else still gets their opportunity to earn 3 points for participation because I will assume the role as Group Leader. You must be in class to complete the activities. Assignments will only be accepted when accompanied with a valid written medical note. For scheduled absences worksheets must be turned in prior to their due date.

ACADEMIC HONESTY

It is the policy of the Raymond Walters College that students exhibit academic honesty and respect ethical standards in carrying out their academic assignments. Unacceptable are using unauthorized materials during test, permitting one's work to be used by other students, submitting an assignment purporting to be a student's own work. The suspected work will be evaluated at zero and the student will need to meet with the Instructor and the Dean to defend his/her actions.

WITHDRAW:

During the autumn, winter, and spring quarters, a student may withdraw from courses by Saturday of the sixth week of classes with no penalty and will receive a grade of W. From the sixth week through the 58th day of the quarter, (see Schedule of Classes for date) a student may withdraw with a grade of W or F to be assigned at the discretion of the professor. After the 58th day of the quarter, no withdrawal will be approved except for reasons beyond the control of the student, such as sickness, accident, etc. During the summer session, the withdrawal for the various terms is proportionately shorter. See the Schedule of Classes for specific dates. The Associate Dean of Instruction is the judge of exceptions to the withdrawal policy.

A P P E N D I X B

A GUIDE TO GROUP DISCUSSION

WHAT IS THE GOAL DISCUSSION GROUPS?

A major aspect of this course is for you to learn more about conducting effective discussions. The learning goals, then, are:

-to increase skills of analytical reading
-to increase skills of effectively contributing to a successful group discussion

WHAT ARE THE CHARACTERISTICS OF A GOOD DISCUSSION GROUP?

In a successful discussion, the group helps each individual to expand, deeper, and challenge his/her individual understanding of the material. It's a specific kind of group interaction with its own ground rules and ways of interacting. It is not a debate. The purpose of a debate is to convince other people of the rightness of your own positions. A group discussion is not a bull session, either. A bull session is a friendly contest in which one person tells a story and another person seeks to top it with still another.

WHAT HAPPENS IN A DISCUSSION GROUP?

- Discussion begins with someone's observation or question. It should be a question that opens up the material in some provoking or interesting way. Express what you do not understand or what you find intriguing. Statements often begin "I noticed that..." or "I was intrigued by..." or "I didn't understand why..."

- If the observation is rich in possibilities, group members stay with it for a number of contributions. It is not the goal to have everyone adhere to one "right" way of looking at the text, but to have everyone expand and check his/her insights by group interaction and by grounding discussion in the text. It is expected that people will refer specifically to the text to support their points.

- In response to one member's contribution, the next person often briefly restates what the last person said and then may:

  Ask for clarification: "What did you mean by...?
  Ask for further support: "Where did you find evidence for that?
  Suggest further evidence to support the position "Yes, and that's also supported by..."
  Give examples to support and extend the position "An example I can think of is..."
  Add further related ideas: "Furthermore,..."
  Raise complications or disagreements: "The problem with that is..."
  Note contrasts and similarities: "Yes, and it's similar

to..."
Apply a statement to a new situation: " What if we took that same analysis and applied it too..."
Etc.

By staying with a topic, group members push beyond the superficial and obvious.

- When the topic has been explored, the Group Leader offers another observation or question, and the process repeats.

WHAT ARE POSITIVE AND NEGATIVE ACTIONS PEOPLE CAN PERFORM IN A GROUP?

In every successful discussion group, participants need to share in certain actions that help the group do its work.

Positive Actions:

___ Gatekeeping (encouraging someone else to speak or helping to keep order when several speak at once)

___ Timekeeping (warning other members when time is nearly up; helping to move the group to the next task)

___ Sponsoring and encouraging (complimenting someone on a good contribution, making helpful explanations, encouraging nonparticipants)

___ Building (building usefully on someone else's contribution by adding more evidence and examples, pushing the idea further, comparing and contrasting to other aspects, etc.)

___ Challenging (disagreeing, pointing up problems in a person's interpretation, insisting on clear definitions, holding the group to high standards of evidence and support)

___ Listening (restating another person's point and building on it; signs of listening, such as leaning forward, looking at the speaker, saying "um hm," etc.)

___ Group tension relieving (jokes or diverting remarks that relieve tension, yet not joking around so much as to interfere with the group's work)

Negative Actions

___ Sidetracking to irrelevant topics
___ Changing to a new topic before the group has fully explored the present topic
___ Interrupting others
___ Monopolizing discussion

___ Putting down another person rather than courteously but firmly disagreeing with his/her point of view
___ Apologizing
___ Withdrawing
___ Prematurely passing judgment on someone's idea rather than trying to explore its possibilities
___ Failing to listen

HOW CAN I PREPARE FOR A GROUP DISCUSSION?

Successful group discussions don't just happen. They are the product of careful preparation and committed action on the part of each person in the group. When every person is well prepared, the discussion will flourish. To help you prepare for discussions you will be asked to write a discussion worksheet BEFORE each class.

A P P E N D I X C

DISCUSSION WORKSHEET

Chapter 10 Cognition and Creativity

What is cognition?
How are animals intelligent?
Describe the rare form of imagery called Synesthesia.
What is concept formation and what are the types of concepts?
Discuss the structure of language.
Discuss the various approaches to problem solving.
What are two major styles of thinking?
What are the stages of creative thought?
Describe the creative personality.
What is intuitive thought?

Chapter 11 Motivation

Describe the model of motivation in detail (including all the basic concepts).
What are the two types of motives? Give an example of each one (not given in the text).
What's involved in the process of hunger and eating?
Discuss in detail the Arousal Theory.
What are body rhythms and how do they function?
Discuss the need for achievement and power.
Discuss Maslow's hierarchy of needs.
Discuss Intrinsic and Extrinsic motivation.

Chapter 12 Emotion

What are the elements of emotion?
How does our fight or flight mechanism work?
How do lie detectors relate to emotion?
How do emotions develop and how are they expressed?
Describe all the theories of Emotion.
Give an example of each Psychological Defense Mechanism.
Discuss learned helplessness.
What is Hope?

Chapter 13 Health, Stress, and Coping

What is stress, strain, stressors?
Describe frustration.
Describe conflict and types.
What are type A and type B behaviors?
What is the General Adaptation Syndrome?
What behaviors promote health?

Chapter 14 Child Development

Describe characteristics of newborn babies.
Describe the maturation process.
Discuss the nature-vs-nurture debate and reach a conclusion.
What influences are there on a prenatal?
Describe maternal and paternal influences.
What is imprinting and attachment?
Discuss language development in children.
Discuss Piaget's Theory of Cognitive development.
Discuss Moral development in humans.
Describe deprived and enriched environments.

Chapter 15 From Birth to Death: Life-Span

Detail Erikson's stages of life.
Describe an effective parenting style.
Describe normal childhood problems.
Contrast adolescence and puberty.
Describe adult development.
Discuss the course of aging.
Compare & contrast the 3 developmental models (page 431).

Chapter 18 Intelligence

Define intelligence.
How do we test for intelligence?
What is IQ?
What accounts for variances in intelligence?
What does it take for an intelligence test to have value?
In what way(s) can intelligence tests do harm? good?
Discuss sources of mental retardation.
What heredity and environmental factors influence intelligence positively.

Chapter 23 Social Psychology I

How does role and status impact living?
What are norms and how are they formed?
Describe attribution theory, social somparison theory and group think.
Discuss people's need for affiliation.
What attracts people to each other?
Apply the social exchange theory to your life.
What is the Asch Experiment and why was it performed?
How do groups affect our behavior?
Discuss Milgram's Obedience studies.

Chapter 24 Social Psychology II

What are attitudes and how are they formed?
What is cognitive dissonance theory?
How can attitudes be forcibly changed?
What is prejudice, how do they develop and what are the characteristics of the prejudice-prone?
What are stereotypes and how do they develop?
How can you combat prejudice?
How would a social learning theorist explain aggressive behavior in society?
What can be done about aggression?

APPENDIX D

Class : Introduction to Psychology 101
Saturday — 9:00 AM
Discussion Worksheet -- Chapter

Name :

Date :

CONDITIONING AND LEARNING I

WHAT IS LEARNING?

Learning is a relatively permanent change on behavior due to an experience. Learning that results from conditioning depends on reinforcement. Reinforcement increases the probability that a particular response will occur or said another way, what reinforcement does is to strengthen learning and make a particular response more probable.

WHAT IS CLASSICAL CONDITIONING?

Classical conditioning is focused on what happens before a response. We begin with a stimulus that reliably triggers a response. In classical conditioning, antecedent events become associated with one another and a stimulus that does not produce a response is linked with one that does. Operant conditioning involves learning that is affected by consequences. Each time a response is made, it may be followed by a reinforcer, by punishment or by nothing. These results determine whether a response is likely to be made again.

The Pavlov studies shows that classical conditioning occurs when a neutral stimulus (NS) is associated with an unconditioned stimulus (US). The US causes a reflexive reaction called the unconditioned response (UR). If the NS is consistently paired with the US, it becomes a conditioned stimulus (CS) capable of producing a response in itself. This response is a learned response. When the conditioned stimulus is followed by the unconditioned stimulus, conditioning is reinforced. When the CS is repeatedly presented alone, conditioning is extinguished. After extinction appears to be completed a conditioned response may briefly reappear. This is called the spontaneous recovery.

Through stimulus generalization, stimuli similar to the conditioned stimulus will also produce a response. In stimulus discrimination, an organism learns to respond to one stimulus, but no to other, similar stimuli.

WHAT IS EMOTIONAL CONDITIONING?

Emotional responses may be conditioned to new stimuli. Emotions are extremely important because they affect us in a subtly way but definitely conditioned us as much or greater than our natural reflexes. As a result, we also develop fears or phobias. A phobia is a fear that

persists even when no realistic danger exists. Reactions of this type, called conditioned emotional responses, are often broadened into phobias by stimulus generalization. There is a therapy treatment called desentization, use to countercondition fear, anxiety and phobia.

Conditioning of emotional responses can take place directly or secondhand. The fact that conditioning of emotional responses can also be learned secondhand, adds to their impact on us. This explains how our emotional attitudes are develop towards different things like politics, religion etc.

WHAT IS OPERANT CONDITIONING?

Operant conditioning is concerned on how we learn to associate responses with their consequences. Acts that are reinforced tend to be repeated. Edward L. Thorndike call this the Law of effect. Psychologists define an operant reinforcer as any event that follows a response and increases its probability. Shaping, a technique frequently used with animals, probes that operant responses can be taught by reinforcing successive approximations to a final desired response.

Finally, it is also important to mention that if an operant response is not reinforced, it may extinguish but after disappearance, it may temporarily reappear, which is also call spontaneous recovery.

DESCRIBE TYPES OF REINFORCEMENT AND PUNISHMENT?

Reinforcement can be positive or negative. Positive reinforcement rewards the behavior. In Negative reinforcement, a response ends discomfort. Both positive and negative reinforcement increases responding. With punishment, though, responding is decreased. Punishment occurs when a response is followed by the onset of discomfort or a negative event. Punishment can also be based on the removal of a positive event.

There are two types of operant reinforcements, primary and secondary. Primary reinforces are natural, for instance our pleasure center in the brain (intra-cranial stimulation). Secondary reinforces are learned. They occur by association with primary reinforcers or by being subject to exchange for primary reinforcers. Some types are prepotent or frequent responses, that can be used to reinforce low-frequency responses; generalized reinforcer like money, that can be used to exchange for many other reinforces; and tokens or money gain.

WHAT IS STIMULUS CONTROL?

Stimulus control is when a stimuli that precede a reinforced response tends to control when and where the response occurs on future occasions. There are two aspects of stimulus control, generalization and discrimination. In generalization, an operant response tends to occur when stimuli are present which were associated with reinforcement in the past. In discrimination, responses are given in the presence of discriminative stimuli previously associated with reinforcement and withheld in the presence of stimuli associated with non-reinforcement.

APPENDIX E

Name: _____

Group Leader Effectiveness

Presents theoretical ideas from the text in a clear way.

Presents examples of how these concepts apply to our everyday life.

Asks questions to seek input from others.

Recognizes limitations or assumptions of an idea or theoretical framework.

Comments:

Group Discussion Participation

Contributes to the group's thinking.

Avoids counterproductive actions.

Applies theoretical framework to real life experiences.

Critiques & analyzes theoretical framework presented.

NOTES

GROUP LEADER EFFECTIVENESS

GROUP DISCUSSION PARTICIPATION